

**AN INVESTIGATION OF THE MEASURES ADOPTED BY GOVERNMENT TO CURB
PUBLIC PRIMARY SCHOOLS CHALLENGES IN ETHNIC CONFLICT AREAS IN
TANA DELTA, TANA RIVER COUNTY, KENYA**

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MED/MSA/12/00008**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF
EDUCATION OF MOUNT KENYA UNIVERSITY.**

AUGUST, 2014

ABSTRACT

The capacity of the state to deliver even a basic education service during conflict is very much reduced. The main objective of the study was to investigate the measures adopted by the government to curb the challenges facing the public primary schools in ethnic conflict areas in Tana Delta, Tana River County. To achieve this four specific objectives was used including: To establish how teachers motivation has helped to curb the challenges facing the primary schools in ethnic conflict areas in Tana Delta, Tana River County; To establish whether improved Security has helped to curb the challenges facing the public primary schools in ethnic conflict areas in Tana Delta, Tana River County; To find out the extent to which community involvement has helped to curb the challenges facing the public primary schools in ethnic conflict areas in Tana Delta, Tana River County and ;To establish whether improved infrastructure has helped to curb the challenges facing the public primary schools in ethnic conflict areas in Tana Delta, Tana River County The study used descriptive research design. Ten (10) primary schools out of the 57 were selected. All the head-teachers from the 10 selected schools were selected yielding ten head-teachers. Six teachers were selected from each selected school. The entire sampling matrix yielded a sample size of 70 for the study. Descriptive statistics was used to analyze the data using the Software Package for Social Sciences (SPSS version19). The analyzed data was presented in tables. The study concludes that teachers' motivation did not help in curbing the challenges facing the public primary schools in ethnic conflict areas. Politicians engage head teachers, teachers, and parents in school improvement effort. The community finds it difficult to replaces learning materials destroyed during conflict due to lack of funds. Destruction of learning materials affects the teaching and learning process. The study recommends teachers to keep away from politics. The government needs to try and motivate teachers in ethnic conflict areas. Politicians need to engage head teachers, teachers, and parents in school improvement effort. The community should be involved in overcoming the challenges facing the public primary schools in ethnic conflict areas. The community should be encouraged to contribute to replace learning materials destroyed during conflict.